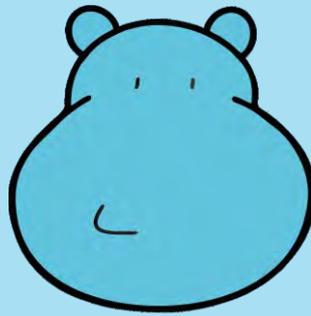




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WORLD'S MOST CELEBRATED CONTEST



HIPPO ENGLISH

**W I T H O U T
B O R D E R S**

INFO PACK 2023-24

FOR GRADE 1 TO 12

REGISTRATION
OPEN 2023-24

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About the Hippo English Olympiad

The Global Hippo Association is a non-profit organization founded in 2012 with the purpose of promoting the importance of English language knowledge and bringing together children from different countries. Over 50 different countries actively participate in it.

The Hippo "English Without Borders" Olympiad is an international Olympiad that promotes the English language, challenges students around the globe to compete in English language knowledge and improves cooperation between teachers. The Olympiad encourages the development of a shared sense of identity & integration which serves as a role model for young people living together as one community. The main goal is to create and nourish friendly relations, international understanding, and a spirit of sporting competitiveness among young people interested in the English language all around the world.

Categories

In India Hippo English, students compete in 12 categories from Grade 1 to Grade 12.

INDIAN CATEGORIES			
Primary Education	Grade - 1		BABY HIPPO
	Grade - 2,3		LITTLE HIPPO
	Grade - 4,5		HIPPO 1
Lower Secondary Education/Middle School	Grade - 6		HIPPO 2
	Grade - 7,8		HIPPO 3
Upper Secondary Education/High School	Grade - 9,10		HIPPO 4
	Grade - 11,12		HIPPO 5

- Students who reached the Hippo 2022 final round cannot compete in the same category in Hippo 2023.
- The students of lower grades than the ones in the table can also compete if they feel prepared for the higher level.

Exam Format

The Competition Is Being Run In Four Rounds:

Preliminary round, Semi-Final round, Regional Qualifiers, and Final Round. The Preliminary and Semi-Final rounds are conducted by International Olympiad Academy. The Regional Qualifier is conducted by Hippo Organization. In Rome, Italy, the final round will be held.

Preliminary Round: The Preliminary phase of the Olympiad will be divided into three parts: a test of reading comprehension (multiple choice questions), a test of listening comprehension, and a test of English use. There are no negative marks. The average number of marks achieved on all three tests determines the ranking.

Semi-Final Round: After the Preliminary round tests have been marked, the top 10% of participating students from each participating country will be invited to the Semi-Final round. The Olympiad's Semi-Final round assessments will include a reading test, a writing test (30 questions), and an essay (except for Little Hippo). To each question, there is only one correct answer. There are no negative marks. The average number of marks achieved on both the reading and writing tests determines the ranking.

Regional Qualifiers Round: Students will be allowed to the Qualifiers based on their placement among those who didn't progress to the Final Round. The overall number of new participants for each HIPPO category will determine how many students are admitted. The number of students invited to the Qualifiers will not exceed three per category and per country.

Final Round: Candidates take a Gatehouse Awards exam, which includes all four skills, in the Olympiad's Final round. Candidates must also take a 30-question Use of English test in addition to the four-skill GA exams. The results of this test will be evaluated to rank candidates in the final round, and will not affect the GA examination qualification score.

* **The Hippo Final Round will be conducted in Rome, Italy.**

Negative Marking: There are no negative marks.

Awards

All Preliminary and Semi-Final round candidates will receive an e-certificate of participation.

Regional Qualifier Round & Final Round

- **Winners of each Regional Qualifier Round** will proceed to the World Finals.
- **The second candidate in each category of the Regional Qualifier round and Little, Hippo 1, & 2 final round Winners** will get a one-week stay at the Hippo Summer Camp, fully inclusive of accommodation, meals, activities, and airport transfers. It will not include the cost of travel – travel costs will be the responsibility of the winning recipient.
- **The third candidate in each category of the Regional Qualifier round and second place winners of Little Hippo, 1, 2, & 3 of the final round** will receive a 50% discount coupon for the Hippo Summer Camp.
- **All candidates who pass the Final round tests** (score 55% minimum) will be awarded a Gatehouse Awards internationally recognized certificate in English.
- **Hippo 3, 4, and 5 Winners** will receive Bucksmore Golden Ticket Prize, a two-week stay at one of Bucksmore Education colleges, and will be fully inclusive of tuition, accommodation, excursions, meals, and airport transfers. They will not include the cost of air travel – air travel costs will be the responsibility of the winning recipient.
- **Second place winners of the Hippo 4, and 5 final round** will receive a full Mizzou K-12 Online Diploma program.
- **Third place winners of the Final round** in each category will receive a Crosswords preparation book.

■ **GATEHOUSE AWARDS**

Gatehouse Awards is an industry leading Awarding Organisation. Recognised by the office of Qualifications and Examinations regulation, England (Ofqual) and other recognition bodies worldwide. With a range of English language and vocational qualifications available, Gatehouse Awards work closely with school, colleges, employers and industry representatives to develop and offer innovative and creative qualifications across the UK and abroad. For more information, visit: www.gatehouseawards.org

■ **US HIGH SCHOOL DUAL DIPLOMA PROGRAM**

Available all over the world, Mizzou K-12 Online courses can be customised to help schools Expand their curriculum and allow students to meet U.S. high school graduation requirements to receive a U.S. diploma, as well as prepare them for college and their career pursuit. Any student, anywhere, whether enrolled in a public or private school, local or international, is eligible to take a course with Mizzou K-12 Online.

Syllabus

- Questions will be drawn from school plus syllabus from different standard curriculum of national and international level.
- **Examination Topics**

Topic	A1	A2	B1	B2	C1	C2
Personal Details						
Family & Friends						
Hobbies & Leisure Activities						
Holidays						
Transport						
Weather						
Shopping						
Health & Exercise						
Education						
Work, Jobs & Careers						
Films, Media & Entertainment						
Books and Literature						
News, Lifestyles & Culture						
Environment						
Technology & Science						
Community and Society						
Law and Order						
Abstract topics						

 **LEGEND:** ARE TOPICS COVERED IN THE RESPECTIVE GRADE / CATEGORY.

Sample Questions

The official HIPPO website, <https://hippo-olympiad.org/sample-papers/>, contains sample questions, a detailed description of the three rounds' syllabus, and an online exam demo test.



Exam Schedule

- Contest : Hippo English Olympiad
- Subject: English
- Contest Start Date : April, 2024
- Contest End Date : April, 2024
- Last Date for Registration : March, 2024
- Eligible for Grades : 1 to 12

- **Note:** - In case of any change in the schedule of the exam, the revised date will be updated on our site.

Exam Fees

- Registration Fee (through Institution/School) per student : ₹500 + GST/-

Registration Process

Student Registration:

For new individual registration on the IOA website, students must follow the steps mentioned below:

Online student registration: In this case the process of registration would be done by the Parent directly using the link & code shared by the school coordinator with the parents. Offline Student registration The parents /Students would fill in the order form with their details & choices and would submit the form & make the payment to the school coordinator.

School Registration:

Schools interested in participating in the Mathematical Kangaroo Competition can apply through both offline and online modes.

- To register online, visit <https://www.internationalolympiadacademy.com/school-registration.php> and complete the registration form. IOA will get in touch with the school/institution to discuss regarding the registration process for the International Olympiad.
- On completion of the registration process, school will receive a confirmation email with School code and a link, both would then be shared with parents to facilitate student registration.

Preparatory Material

- Work books
- 10 Year Question Papers
- Online Mock Test Series
- Online Coaching Programs

Syllabus



HIPPO ENGLISH OLYMPIAD

LITTLE HIPPO (GRADE 2-3) Preliminary Round Syllabus

Stage 1 Language Specification

Stage 1- Functions

- **Greet people; respond; say goodbye; and understand exclamations.**
(e.g., hello; Good morning; how are you? I'm fine; goodbye; well done! Please and thank you; Happy birthday!)
- **Introduce myself and others.**
(e.g., my name is... what's your name? I'm not Maria; I'm Evie! This is my sister; how old are you? I'm nine; she's ten.)
- **Identify objects**
(e.g., what's this/that? This is a...; it's a...; they are...; is this a book or a pencil? Is that a dog?)
- **Describe people and clothes.**
(e.g., her eyes are blue; he has long hair; are your eyes brown or green? She is cold or hot; what's he wearing today? She's wearing a hat; is she also wearing a jacket? Her trousers are orange.)
- **Describe my things and ask questions about possession**
I have a dog; this is my book; I've got a big school bag; whose pencil is this? Is that your house?
- **Ask and answer questions about things I like.**
I like cats. Do you like chocolate? (Receptive only). My favourite colour is blue; what's yours? favourite food?)
- **Express thanks; apologize and express regret**
(e.g., thank you; you're welcome; I'm sorry; oh no!)
- **Make a suggestion; agree or disagree.**
(e.g. let's go; ok; oh yes!)
- **Respond to questions with both positive and negative answers.**
(e.g. Yes I am; yes please; yes it is; me too! So do I; I don't know; no I don't; no it isn't)
- **Use numbers 1 - 20**

(e.g., I've got two sisters; there are three; how many cars are there? What's five and three? It's eight!)

- **Ask and answer questions about the locations of things or people.**
(e.g., it's here; where's the apple? It's on/under/behind/next to the chair; the car is between the trees)
- **Use classroom language.**
(e.g. answer; circle; copy; draw; hands up! Look at; listen; open/close your book; quiet; read; ready? Say it again; show me; repeat after me; turn to page...)

Stage 1- GRAMMAR AND STRUCTURES

- **Adjectives**
Colour/size etc. It's a small cat. Tom has brown eyes.
- **Adverbs**
He's cooking dinner now. Put the book over here.
- **Can; for ability**
I can speak English. She can sing.
- **Can; for requests**
Can I have a pencil please?
- **Determiners**
It's an elephant. I want some water. Those girls are happy
- **Has/have got (for possession)**
I've got a bike. Has he got a drink?
- **Imperatives (+/-)**
Get up/sit down/listen/don't speak.
- **Like + verb + -ing**
I like dancing/swimming/reading.
- **Nouns: singular and plural; countable and uncountable; names of people/places; '-ing' forms as nouns**
My hat is red. My shoes are new. She has two sisters. The sand is hot. I live in Paris. I like dancing.

- **Plural of nouns**
Books/children/carrots/men/women.
- **Prepositions of place**
In/on/under/next to.
- **Prepositions of time**
In the morning.
- **Present continuous (not for future intention)**
Maria is dancing. Tom is watching TV.
- **Present simple**
I am Spanish. I don't like pizza. Is that a dog? Yes; it is!
- **Pronouns: personal; demonstrative and possessive**
This is/that's/this car is fast! is it...? I/my/mine etc.
- **Questions**
Who/where/how many/what colour.
- **Simple conjunctions**
And/but.
There is/are

Stage 1- VOCABULARY

- The following are examples of words a Candidate would typically be expected to be able to use at this level.

Personal & Key Words

- **Name; age** e.g. My name is Anna. I'm (6) etc.
- **City; country** e.g. I live in Istanbul. I live in Turkey.
- **Languages** e.g. I speak English and Portuguese.
- **Days of the week;** plus morning; afternoon; night; today; tomorrow; yesterday; now.
- **Colours** e.g. red; yellow; orange; blue; brown; grey; pink; white; green; black; purple.
- **Numbers 1- 20**

Topic-based Vocabulary

- **Classroom language** e.g. answer; circle; copy; draw; hands up!; look at; listen; open/close your book; quiet; read; ready?; say it again; show me; repeat after me; turn to page...; alphabet; clap; dictionary.
- **Going to school** e.g. school bag; teacher; class; lesson; desk; chair; book; computer; playground; classroom; student; pen; pencils; paper; ruler; writing book; reading book; page; paint; draw; clock; crayon.
- **People and family members** e.g. sister; mother/mum; father/dad; brother; granddad/grandfather/granddad; grandmother/grandma; friend; boy/girl; man/woman; children; child; baby; everyone.

- **Food and drink** e.g. apple; banana; pineapple; bread; cake; cheese; tea; juice; eggs; milk; chocolate; rice; pasta; pizza; sandwich; ice-cream; tomato; carrot; potato; chips; sausage; can of Coke; fish; chicken; ham; hotdog; burger; breakfast; lunch; dinner; vegetable; beans.
- **Clothes** e.g. shirt; trousers; dress; skirt; shoes; trainers; boots; socks; hat; jacket; coat; swimsuit; jeans; jumper; umbrella; scarf.
- **The body** e.g. arm; leg; ear; nose; eyes; hair; head; mouth; tail; toe; finger; hand; foot/feet.
- **Travel** e.g. car; train; bus; boat; taxi; aeroplane.
- **Games; toys and playing together** e.g. party; prize; music; game; toy; doll; cartoon; film; fun; ball; disco; camera; tennis; football match; skipping; dancing; swimming; singing; song; teddy (bear); guitar; beach games; balloon; computer; kite; circus; race; laugh; cry; money; museum; piano; story.
- **Outdoors** e.g. garden; park; beach; sea; tree; flower; river; sun; moon; sky; star; house; shop; cinema; café; farm; swimming pool; hospital; zoo; playground.
- **At home** e.g. house; home; flat (US apartment); kitchen; bedroom; living room; bathroom; chair; table; door; window; picture; plate; cup; sofa; TV; bath; shower; mirror; go to bed; get up; go to sleep; have dinner (at).
- **Animals and pets** e.g. animal; pet; cat; dog; bird; fish; elephant; tiger; lion; pig; chicken; duck; horse; snake; spider; mouse; rabbit; shark; cow; crocodile; zebra; frog; hippo; monkey.
- **Jobs** e.g. farmer; policeman/woman; teacher; nurse; astronaut.
- **Adventure** e.g. dragon; fairy; pirate; queen; unicorn; wizard; astronaut; robot; monster; ghost; prince/princess; magician; giant; beast; superhero.

Additional Vocabulary

- **Locations and directions** e.g. above; in; on; under; in between; here; there
- **Adjectives** e.g. beautiful/ugly; fast/slow; new/old; good/bad; happy/sad; easy/difficult; hot/cold; thin/fat; tall/short; big/small; dry/wet; clean/dirty; funny; scary; boring; kind; tired; interesting.
- **Verbs** e.g. make; close; open; stop; go; come; eat; drink; walk; run; jump; play; draw; write; paint; read; sleep; wear; know; like; look; dance; swim; sing; catch; shop; win; buy; kick.

- **Quantities** e.g. lots; some; a little bit; none; all.
- **Social language** e.g. hello; goodbye; good morning/afternoon/evening; let's...; your turn; ready?; sorry; please; thank you; well done!; happy birthday!; oh no!; me too; so am I; oh dear!; may favourite...; I'd like/I want... hurray!; wow!
- **Test rubric** e.g. ask; tell me; question; copy; answer; listen; read; write; tick; cross; point to; show me.
- **Time** e.g. today; morning; afternoon; birthday; clock; night.

Semi-Final & Final Round Syllabus

Stage 2 Language Specification

Stage 2- Functions

- **Describe where people and animals come from and live**
(e.g. Tom is from India. Is she English? No, she's French. Monkeys come from China. Where do crocodiles come from? They live in Australia)
- **Ask and answer questions about location and position; follow and give simple directions**
(e.g. Excuse me, where's the swimming pool? Your shoes are under the chair. I live in a small village, next to the beach. What's your address? I live at number 24. It's opposite the supermarket. Turn left at the school. My teacher lives 10 kilometres away)
- **Ask and answer questions about age**
(e.g. My brother is older than me. When is your birthday? My sister's birthday is in December. Are your shoes new? No, they're old shoes).
- **Ask about and state likes and dislikes**
(e.g. Ben doesn't like carrots. What does Tom like? Does he like pasta? He loves pizza. Bella doesn't like singing. I hate doing homework! What's your favourite...? Who likes...? We all like football)
- **Tell the time and ask and describe daily routine**
(e.g. I get up at 7am. I always have pasta for dinner. I never watch TV. I have English lessons every day. What time is it? It's quarter to nine. It's nearly half past seven. What time do you go to school?)
- **Ask and answer questions about hobbies and pastimes** (e.g. What's your favourite hobby? What's on at the cinema tonight? Do you play football? There's a new film at the cinema. I want to go to the gym. My sister is good at sewing).
- **Describe people; what they are doing and state ability** (e.g. My grandfather is a policeman. My mother is a good cook. I'm reading a good book. We're watching TV. He can play the guitar. Rooney is a famous footballer. Can you speak German?)

- **Make simple comparisons**

(e.g. Your car is faster than mine. My sister is taller than me. You're my best friend. Today is the hottest day ever!)

- **Invite and respond to invitations**

(e.g. Can you come to my party? Thanks for inviting me. I'm sorry, I can't come)

- **Ask permission and about future possibility**

(e.g. Can I have some water please? Can we go home? Can we play football? Do you want to go shopping with me?)

- **Use numbers 1 - 100**

(e.g. There are 25 students in my class. I have one hundred songs on my phone. My friend is ten years old)

- **Use classroom language**

(e.g. What does this mean? How do you spell 'beach'? Put in order. Find the mistake. Use the words in the list. Match. Label. Choose. Find)

- **Use capital letters for days, months, names, places and nationalities, for 'I' and at the beginning of a sentence**

- **Use basic punctuation – full stop and question mark**

STAGE 2 GRAMMAR AND STRUCTURES

- **Adjectives**

Comparative and superlative - He's the best footballer! / My feet are bigger than yours.

- **Adverbs**

Quietly; carefully; loudly. Always; never; sometimes

- **Can; for ability; requests and permission**

I can play the guitar/she can sing. Can I have a pencil please? Can I go home early today?

- **Conjunctions**

And/but/because

- **Good at + ing (or noun)**

My mum is good at cooking. I'm good at tennis.

- **Have got /has to**

I've got to catch the ball! He has to win the game.

- **How (or what) about + ing (or + noun)**

How about going to the disco tonight? What about having pizza for lunch? What about the circus?

- **I think/I know**

I think English is my best subject. I know it's very hot in Africa.

- **MUST for obligation**
You must tidy your bedroom. You mustn't feed the animals.
- **Past simple** – receptive use only
Possessive adjectives Mine/yours etc.
- **Prepositions of place**
In/on/under/next to/behind/between/opposite
- **Prepositions of time**
I play piano after school
- **Present continuous (present activity)**
Mother is cooking the dinner/Tom is brushing his teeth
- **Present continuous (future action) – receptive use only**
- **Present simple with do/don't/doesn't**
Do you want a drink? I don't like computer games. She doesn't want any cheese.
- **Questions**
Who/where/when/which/why/how many
- **Shall (to offer or suggest something)**
Shall I go first? Shall we go to the cinema tomorrow?
- **Verb + -ing**
I go shopping on Saturdays. I like making cakes for my family. She hates doing her homework.

STAGE 2 VOCABULARY

The following are examples of words a Candidate would typically be expected to be able to use at this level.

The vocabulary at Stage 2 builds on the vocabulary presented in Stage 1.

Key Words

- Personal vocabulary to describe self
- Days of the week; months; dates and seasons
- Names of countries and nationalities
- Numbers 1- 100 (including ordinal numbers 1st-10th).

Topic-based Vocabulary

- **Going to school** e.g. badge; homework; library; mistake; maths; art; history; science; spelling; test; poster; pupils; head teacher; counting
- **People and family members** e.g. aunt; uncle; parents; son; daughter; someone; thief; neighbour
- **Food and drink** e.g. beans; hot chocolate; lemon;

watermelon; loaf (of bread); pancakes; restaurant; salad; snack; sweet; toast; vegetables; picnic; honey; sugar; grapes; dessert; cornflakes; beef; cucumber; bottle; milkshake; noodles

- **Clothes** e.g. pair of...; pyjamas; raincoat; helmet; uniform; glasses; tie; sunglasses; pocket; button; sleeve
- **The body and health** e.g. back; smile; beard; stomach; neck; tooth/teeth; moustache; shoulder; thumb; knee; illness; (ear/back/head)-ache; temperature
- **Travel** e.g. motorbike; bus stop; truck/lorry; helicopter; airport; (train) station; road; ticket; map
- **Hobbies; games and pastimes** e.g. table tennis; sports; news; invitation; puzzles; event; competition; gift; headphones; sandcastle; bucket and spade; snowman; snowball; noise; rides; funfair; magic tricks; treasure hunt; grow flowers; groups; net; player; pop star; roller skating
- **Outdoors** e.g. airport; lake; barbeque; countryside; city; village; jungle; island; library; market; ticket; trip; safari; mountain; bank; post office; rain/raining; snow/snowing; windy; sunny; cloudy; leaf/leaves; waterfall
- **At home** e.g. bin; blanket; washing up; towel; soap; spoon; fork; knife; dish/bowl; jug; toilet; toothpaste; dining room; chimney; pan; wardrobe; upstairs; downstairs; garage
- **Animals and pets** e.g. wing; wild; wildlife; kangaroo; giraffe; camel; bee; rabbit; panda; penguin; goat; owl; octopus; lizard; gorilla; kangaroo; dolphin; butterfly; nest; buzz; squeak; hiss; croak; bark
- **Jobs** e.g. postman/woman; pirate; dancer; doctor; builder; vet; bus/train driver; zookeeper; pop star; film star; cook/chef; fire fighter
- **Adventure** e.g. dragon; fairy; pirate; queen; unicorn; wizard; astronaut; robot; monster; ghost; prince/princess; magician; giant; beast; superhero

Additional Vocabulary

- **Locations and directions** e.g. address; before; centre; close (or near) by; opposite; inside; outside; past; street; the capital city is...
- **Adjectives** e.g. angry; awake; asleep; warm;

sweet; rich/poor; lost; full/empty; greedy;
dangerous/safe; lazy; open/closed; special;
lovely; horrible; friendly; afraid; blonde; hungry;
loud; pretty

- **Verbs** e.g. borrow; forget; describe; hear; hit; knock; laugh; push/pull; touch; turn (left); visit; wake up; wash up; wave; skip; think; steal; see; sell; remember; pick up; tidy (up); spell; throw; dream; climb; cough; teach
- **Times** e.g. weekend; weekday; o'clock; never;

sometimes; always; early; holiday; quarter
past/to; half past; once; minute; hour;
immediately; tomorrow; yesterday

- **Quantities** e.g. lots; some; a little bit; none; all
- **Social language** e.g. Excuse me. Of course. See you soon. Brilliant!



HIPPO-1 (GRADE 4-5) Preliminary Round Syllabus

Stage 2 Language Specification

Stage 2- Functions

- **Describe where people and animals come from and live** (e.g. Tom is from India. Is she English? No, she's French. Monkeys come from China. Where do crocodiles come from? They live in Australia).
- **Ask and answer questions about location and position; follow and give simple directions** (e.g. Excuse me, where's the swimming pool? Your shoes are under the chair. I live in a small village, next to the beach. What's your address? I live at number 24. It's opposite the supermarket. Turn left at the school. My teacher lives 10 kilometres away).
- **Ask and answer questions about age** (e.g. My brother is older than me. When is your birthday? My sister's birthday is in December. Are your shoes new? No, they're old shoes).
- **Ask about and state likes and dislikes** (e.g. Ben doesn't like carrots. What does Tom like? Does he like pasta? He loves pizza. Bella doesn't like singing. I hate doing homework! What's your favourite...? Who likes...? We all like football).
- **Tell the time and ask and describe daily routine** (e.g. I get up at 7am. I always have pasta for dinner. I never watch TV. I have English lessons every day. What time is it? It's quarter to nine. It's nearly half past seven. What time do you go to school?).
- **Ask and answer questions about hobbies and pastimes** (e.g. What's your favourite hobby? What's on at the cinema tonight? Do you play football? There's a new film at the cinema. I want to go to the gym. My sister is good at sewing).
- **Describe people; what they are doing and state ability** (e.g. My grandfather is a policeman. My mother is a good cook. I'm reading a good book. We're watching TV. He can play the guitar. Rooney is a famous footballer. Can you speak German?).
- **Make simple comparisons** (e.g. Your car is faster than mine. My sister is taller than me. You're my best friend. Today is the hottest day ever!).
- **Invite and respond to invitations** (e.g. Can you come to my party? Thanks for inviting me. I'm sorry, I can't come).

- **Ask permission and about future possibility** (e.g. Can I have some water please? Can we go home? Can we play football? Do you want to go shopping with me?).
- **Use numbers 1 - 100** (e.g. There are 25 students in my class. I have one hundred songs on my phone. My friend is ten years old).
- **Use classroom language** (e.g. What does this mean? How do you spell 'beach'? Put in order. Find the mistake. Use the words in the list. Match. Label. Choose. Find).
- **Use capital letters for days, months, names, places and nationalities, for 'I' and at the beginning of a sentence.**
- **Use basic punctuation – full stop and question mark.**

Stage 2- GRAMMAR AND STRUCTURES

- **Adjectives**
Comparative and superlative - He's the best footballer! /My feet are bigger than yours.
- **Adverbs**
Quietly; carefully; loudly. Always; never; sometimes
- **Can; for ability; requests and permission**
- I can play the guitar/she can sing. Can I have a pencil please? Can I go home early today?
- **Conjunction**
And/but/because
- **Good at + ing (or noun)**
My mum is good at cooking. I'm good at tennis.
- **Have got /has to**
I've got to catch the ball! He has to win the game.
- **How (or what) about + ing (or + noun)**
- How about going to the disco tonight? What about having pizza for lunch? What about the circus?
- **I think/I know**
I think English is my best subject. I know it's very hot in Africa.
- **MUST for obligation**
You must tidy your bedroom. You mustn't feed the animals.
- **Past simple** – receptive use only
- **Possessive adjectives**
Mine/yours etc.

- **Prepositions of place**
In/on/under/next to/behind/between/opposite
- **Prepositions of time**
I play piano after school
- **Present continuous (present activity)**
Mother is cooking the dinner/Tom is brushing his teeth
- **Present continuous (future action) – receptive use only**
- **Present simple with do/don't/doesn't**
Do you want a drink? I don't like computer games. She doesn't want any cheese.
- **Questions**
Who/where/when/which/why/how many
- **Shall (to offer or suggest something)**
Shall I go first? Shall we go to the cinema tomorrow?
- **Verb + -ing**
I go shopping on Saturdays. I like making cakes for my family. She hates doing her homework.

Stage 2- VOCABULARY

- The following are examples of words a Candidate would typically be expected to be able to use at this level.
- The vocabulary at Stage 2 builds on the vocabulary presented in Stage 1.

Key Words

- Personal vocabulary to describe self
- Days of the week; months; dates and seasons
- Names of countries and nationalities
- Numbers 1- 100 (including ordinal numbers 1st-10th).

Topic-based Vocabulary

- **Going to school** e.g. badge; homework; library; mistake; maths; art; history; science; spelling; test; poster; pupils; head teacher; counting.
- **People and family members** e.g. aunt; uncle; parents; son; daughter; someone; thief; neighbor.
- **Food and drink** e.g. beans; hot chocolate; lemon; watermelon; loaf (of bread); pancakes; restaurant; salad; snack; sweet; toast; vegetables; picnic; honey; sugar; grapes; dessert; cornflakes; beef; cucumber; bottle; milkshake; noodles.
- **Clothes** e.g. pair of...; pyjamas; raincoat; helmet; uniform; glasses; tie; sunglasses; pocket; button;

sleeve.

- **The body and health** e.g. back; smile; beard; stomach; neck; tooth/teeth; moustache; shoulder; thumb; knee; illness; (ear/back/head)-ache; temperature.
- **Travel** e.g. motorbike; bus stop; truck/lorry; helicopter; airport; (train) station; road; ticket; map.
- **Hobbies; games and pastimes** e.g. table tennis; sports; news; invitation; puzzles; event; competition; gift; headphones; sandcastle; bucket and spade; snowman; snowball; noise; rides; funfair; magictricks; treasure hunt; grow flowers; groups; net; player; pop star; roller skating.
- **Outdoors** e.g. airport; lake; barbeque; countryside; city; village; jungle; island; library; market; ticket; trip; safari; mountain; bank; post office; rain/raining; snow/snowing; windy; sunny; cloudy; leaf/leaves; waterfall.
- **At home** e.g. bin; blanket; washing up; towel; soap; spoon; fork; knife; dish/bowl; jug; toilet; toothpaste; dining room; chimney; pan; wardrobe; upstairs; downstairs; garage.
- **Animals and pets** e.g. wing; wild; wildlife; kangaroo; giraffe; camel; bee; rabbit; panda; penguin; goat; owl; octopus; lizard; gorilla; kangaroo; dolphin; butterfly; nest; buzz; squeak; hiss; croak; bark.
- **Jobs** e.g. postman/woman; pirate; dancer; doctor; builder; vet; bus/train driver; zookeeper; pop star; film star; cook/chef; fire fighter.
- **Adventure** e.g. dragon; fairy; pirate; queen; unicorn; wizard; astronaut; robot; monster; ghost; prince/princess; magician; giant; beast; superhero.

Additional Vocabulary

- **Locations and directions** e.g. address; before; centre; close (or near) by; opposite; inside; outside; past; street; the capital city is...
- **Adjectives** e.g. angry; awake; asleep; warm; sweet; rich/poor; lost; full/empty; greedy; dangerous/safe; lazy; open/closed; special; lovely; horrible; friendly; afraid; blonde; hungry; loud; pretty.
- **Verbs** e.g. borrow; forget; describe; hear; hit; knock; laugh; push/pull; touch; turn (left); visit; wake up; wash up; wave; skip; think; steal; see; sell; remember; pick up; tidy (up); spell; throw; dream; climb; cough; teach.

- **Times** e.g. weekend; weekday; o'clock; never; sometimes; always; early; holiday; quarter past/to; half past; once; minute; hour; immediately; tomorrow; yesterday
- **Quantities** e.g. lots; some; a little bit; none; all.
- **Social language** e.g. Excuse me. Of course. See you soon. Brilliant.

Semi-Final & Final Round Syllabus

Stage 3 Language Specification

STAGE 3 FUNCTIONS

- **Ask about and describe objects and make simple comparisons, including comparisons with the senses** (e.g. What is it made of? What kind of game is it? This one is bigger than that one. I am taller than Peter. My friend is the most popular girl in the class. A unicorn is like a horse. A daisy is a type of flower. What does it taste/smell/sound like? It sounds like a bird. It smells sweet. It feels soft. It's the loudest noise in the world!)
- **Ask about and answer questions about eating out and going shopping** (e.g. I'm a vegetarian. How much is an ice cream? How much do they cost? I'll have a chicken salad with a coke please. It's too expensive. I don't have enough money. Where can I buy a new mobile phone? Can I try this on? Do you have this in another colour? Are other sizes available?)
- **Ask about and describe what people are doing/were doing** (e.g. She is watching TV. What are they doing? No, they aren't eating cake. What were you doing yesterday? I was at the swimming pool all morning).
- **Provide additional and defining information about people, animals, things and places** (e.g. The horse in the big field belongs to my neighbour. We call him 'Little Sam' because he's so tall! The river which separates Mexico from the USA is called the Rio Grande. The circus that is coming to town is the biggest in the country. Naples is a city and it's in southern Italy)
- **Ask about and describe the weather** (e.g. What's the weather like today? What was the weather like yesterday? It's too hot to play outside. It rained yesterday. It's going to rain tomorrow. It's hotter than it was last week)
- **Ask about and describe past events and actions (including those relevant to the present)** (e.g. What did you do last Saturday? What time did you get up? What happened? I went there a few weeks ago. We didn't play football yesterday. I used to play tennis every week. Ben used to live in France. I left my bag on the bus. Sarah forgot to bring her homework to school)
- **Ask about and state feelings, emotions, needs and talk about health** (e.g. I'm scared of the dark. I'm afraid of crocodiles. I'm excited about the football game. What's the matter? Are you feeling better? I have a headache. I'm really tired. I hate being sick! She needs some medicine. In hot weather, you need to drink lots of water)
- **Ask about and talk about the date, day, time and duration** (e.g. What's today's date? What time does the film start? My exam is on Wednesday at 11am. When is Tom's birthday party? How long does it take to cook the pizza? It takes 10 minutes)
- **Ask about and state future plans, intentions, possibilities and make predictions and arrangements** (e.g. I'm going to be a nurse when I grow up. I'd like to be rich! We are going on holiday next week. I'm going to learn the guitar. We could have a picnic in the park. What do you want to do? What do you think will happen? I think it might snow tonight).
- **Express future possibilities with conditionals** (e.g. If I go to the party, I'll wear my new shoes. If it's sunny, we'll go to the park. If I win some money, I'll take my friends on holiday)
- **Describe and ask about amounts and numbers of objects; use negative quantities** (e.g. My new game cost £15. There are thousands of stars in the sky. I like lots of ketchup on my hotdog. Just a little sugar please. I have a few toy cars. How many can I have? How much do you want? There are none left. I haven't got any computer games)
- **State rules and instructions about how to behave** (e.g. We have to wear smart shoes for school. We are not allowed to run on the stairs. We mustn't make too much noise. Don't make a noise! You mustn't do that! You can't leave your coat here. You have to sit down quickly)
- **Express opinion, certainty and doubt** (e.g. I think it's a great idea! What's your opinion? I don't think we should go to the beach today. I really don't know. Perhaps it's the best option. No, it's horrid!)
- **Make suggestions** (e.g. Why don't we go for a walk? Let's go to the café for breakfast. Shall we share this slice of cake? Would you like to play tennis with me? Do you want to go shopping?)

- **Ask for and refuse permission** (e.g. Can I borrow your pencil please? Of course you can / I'm sorry, no you can't)
- **Accuse and deny blame** (e.g. It wasn't me! I didn't do that! It's all Tom's fault. It was just an accident. I didn't mean for this to happen)
- **Seek confirmation; clarification of facts or instructions** (e.g. Sarah lives in Rome, doesn't she? I don't think Tom has seen the film, has he? Sorry, could you say that again please? So you mean that...; I'm not sure I understand. Can you say that slowly please? What do you mean?)
- **Use capital letters for days, months, names, places and nationalities, for 'I' and at the beginning of a sentence**
- **Use punctuation – full stop, commas (to separate items in a list), question mark, exclamation mark, apostrophe (for omission)**

STAGE 3 GRAMMAR AND STRUCTURES

- **Adjectives - Comparative and superlative**
Ben is better at maths than Susan. My sister is the youngest in the family.
- **Adverbs**
- Only; enough; yet; very; too
- **Conditional (zero and first only)**
When the sun goes down, it gets dark. If it's sunny tomorrow, we'll go to the beach.
- **Future simple** - future predictions, statement of fact
I'll finish my homework before I go for a walk. I won't let anyone ride my bike.
- **Going to**
I'm going to work really hard at school this year. When I grow up, I'm going to be a scientist.
- **Modal verbs - must and have to for obligation and rules; might for possibility**
You mustn't speak when Sir is speaking. I have to be at school at 8am. I might go to Ben's party.
- **Past continuous (for interrupted actions or background description)**
I was watching TV when she arrived. It was a hot day and the sun was shining.
- **Past simple (Including common irregular verbs)**
I walked to school this morning. I went to a party last weekend. John got up very earlier. We ate pancakes with strawberries for breakfast! Has Tom drunk too much chocolate milk?

- **Present continuous (present activity; future plans and arrangements)**
Tom is playing football with his friends. I'm going to the cinema tonight. Are you coming to the party?
- **Present perfect**
I've been reading this book about space. Tina has made a big birthday cake for the party. Have you ever been to Africa?
- **Present simple (all forms, including imperative, habit, fact, truth, future appointments)**
Close the window please! I collect unusual coins and stamps. Penguins are a type of bird. My train arrives at 10 am on Saturday morning.
- **Question tags (present and past simple)**
That's Ben's bag, isn't it? Sarah went to the cinema, didn't she?
- **Reason / consequence - (that's) why/because/so**
Anna was late for school because she missed the bus. Ben broke his arm and that's why he can't play tennis. It was raining so we cancelled the picnic.
- **Relative clauses – who/that/which/where**
I have a friend who lives in Australia. Do you remember the zoo where we saw the tigers?
- **Used to (for past actions)** I used to play the guitar.
- **What time...? What else?**
What time do you start school? What else do you want to eat?
- **Where clauses**
I can't remember where it is.
- **Would (for polite offers and preferences)**
Would you like to play? I would (I'd) rather have a cold glass of milk.

STAGE 3 VOCABULARY

- The following are examples of words a Candidate would typically be expected to be able to use
- at this level.
- The vocabulary at Stage 3 builds on the vocabulary presented in Stage 2.

Key Words

- Vocabulary to describe feelings and sensations
- Names of countries; languages; continents and nationalities
- Numbers 1- 1000; ordinal numbers 1st-31st; 'thousand'; 'million'

Topic-based Vocabulary

- **Going to school** e.g. rucksack; glue; group; gym; history; geography; art; science; scissors; subject; timetable; university; study; project; card; glass; metal; plastic; wood; atlas; calculator
- **Colours and patterns** e.g. gold; silver; striped; spotted
- **People and family members** e.g. husband; wife; grandparents; surname; married; wedding; anniversary
- **Food and drink** e.g. butter; chopsticks; knife and fork; honey; pepper; salt; snack; smell; taste; cereal; meal; biscuits; boil; fry; flavour; greedy
- **Clothes** e.g. belt; costume; fancy dress; uniform; gloves; necklace; costume; pocket; zip
- **The body and health** e.g. cut; bandage; medicine; x-ray; elbow; fingers; knees; throat; toes; curly; straight (hair); chemist; accident; patient; sore
- **Travel** e.g. ambulance; motorway; platform; racing car/bike; railway; traffic; wheel; tractor; journey; fire engine; abroad
- **Hobbies; games and pastimes** e.g. concert; museum; art gallery; autograph; TV channel; sledging; snowboarding; prizes; race; winner; score; team; on stage; join a club; cartoon; member; festival; collect; headphones; magazines
- **Outdoors** e.g. bridge; cave; desert; Earth; environment; fire; hill; ocean; pond; stream; view; woods; ground; wave; fog/foggy; storm/stormy; icy; lightning; thunder
- **At home** e.g. gate; brush; comb; cooker; cushion; step; swing; slide; shampoo; over; letterbox; keys; fridge; lift (elevator); balcony; armchair; ceiling
- **Shopping and eating out** e.g. customer; crowd; main course; dessert; expensive; cheap; fashion(-able); guard; size; try-on; shopping trolley; checkout; souvenir; popular

- **Animals and pets** e.g. beetle; camel; creature; eagle; extinct; fur; insect; swan; tortoise; hamster; panda
- **Jobs** e.g. career; painter; builder; scientist; actor; pilot; mechanic; manager; journalist; queen; singer; waiter; factory; office
- **Adventure** e.g. dragon; fairy; pirate; queen; unicorn; wizard; astronaut; robot; monster; ghost; prince/princess; magician; giant; beast; superhero

Additional Vocabulary

- **Locations and directions** e.g. right; left; front; kilometre; mile; middle; north; south; east; west; over; way; straight on; get to; corner
- **Adjectives** e.g. alone; amazing; bored; broken; dark; delicious; early; enormous; enough; excellent; excited; far; fast; un/friendly; frightening; full; furry; heavy; important; interested; interesting; un/kind; large; late; lucky; missing; noisy; poor; ready; rich; soft; special; strange; tidy; unkind unusual; wild; wonderful; worried
- **Verbs (regular and irregular)** – e.g. believe; decide; arrive; explain; explore; finish; follow; hate; visit; score; search; remember; post. Begin; break; cut; fall over; feel; find out; forget; get to; go out; hear; keep; leave; let; lie (as in lie down) make sure; meet; send; should; smell; speak; spend; swing; take
- **Times** e.g. after; ago; calendar; diary; future; midday; midnight
- **Quantities** e.g. each; a few; a little; much; other; such



HIPPO-2 (GRADE-6) Preliminary Round Syllabus

A1- Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none">• Directions• Describing habits and routines• Describing people and places• Giving personal information• Greetings• Telling the time• Understanding and using numbers• Understanding and using prices	<ul style="list-style-type: none">• Adjectives: common and demonstrative• Adverbs of frequency• Comparatives and superlatives• Going to• How much/how many and very• common uncountable nouns• I'd like• Imperatives (+/-)• Intensifiers - very basic• Modals: can/can't/could/couldn't• Past simple of "to be"• Possessive adjectives• Prepositions, common• Prepositions of place• Prepositions of time, including in/on/at• Present continuous• Present simple• Pronouns: simple, personal• Questions• There is/are• To be, including question+negatives• Verb + ing: like/hate/love	<ul style="list-style-type: none">• Connecting words and, but, because	<ul style="list-style-type: none">• Everyday routines• Family life• House and neighbourhood• Food and drink• Hobbies and pastimes• Holidays• Work and jobs• Shopping• Leisure activities• Weather

A1- Communicative Functions & Notions

- Give personal information
- Ask for personal information
- Introduce family and close friends
- Tell the time/day
- Ask the time/day
- Express ability
- Enquire about ability
- Say when you do not understand
- Ask for clarification
- Check back
- Correct
- Spell words aloud
- Describe places and things
- Give information as part of a simple explanation
- Give single-step directions and instructions
- Make requests – ask for directions
- Enquire about prices and quantities
- Make requests – ask for something
- Make requests – ask someone to do something
- Respond to a request
- Express likes and dislikes
- Express feelings
- Express wishes
- Express views

- Agree and disagree
- Apologise
- Express a preference
- Express thanks
- Greet
- Respond to greetings
- Describe health and symptoms
- Invite and offer
- Accept
- Decline
- Take leave

A1- Key Language Items

Simple sentences	<ul style="list-style-type: none"> • Word order in simple statements, e.g.: • Subject – verb – object • Subject – verb – adverb • Subject – verb – adjective • Subject – verb – prepositional phrase • Word order in instructions • There is/are + noun (+ prepositional phrase) • Yes/no questions • Wh– questions • Question words what/who/where/how much/how many • Contracted form of auxiliary • Imperatives and negative imperatives - Do it! Don't do it!
Noun phrase	<ul style="list-style-type: none"> • Regular and common irregular plurals of nouns • Very common uncountable nouns • Personal pronouns • Demonstratives • Determiners of quantity • Indefinite article a/an with singular countable nouns • Definite article the • Possessives: my/your/his/her, etc.
	<ul style="list-style-type: none"> • Simple present tense of: be/have/do; common • Regular verbs • Have got – indicating possession • Present continuous of common regular verbs • Contracted forms of: subject and auxiliary; • Auxiliary and negative • Modals: can + bare infinitive to express ability; • Would + like for requests • Use of simple prepositional verbs containing prepositions on, off, in, out
Adjectives	<ul style="list-style-type: none"> • Common adjectives after be
	<ul style="list-style-type: none"> • Common prepositions and prepositional phrases of place • Simple adverbs of place, manner and time • Use of intensifier very
Discourse	<ul style="list-style-type: none"> • Sentence connectives– then, next

Semi-Final & Final Round Syllabus

A2-Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Asking for and giving directions • Giving personal information • Giving and obtaining simple information • Greetings & farewells • Introductions • Giving thanks • Telling the time • Understanding and using numbers • Understanding and using prices • Describing habits and routines • Describing past experiences • Describing people • Describing places • Describing things • Expressing obligation and necessity • Expressing feelings in simple terms • Making and responding to requests • Making and responding to suggestions • Agreeing and disagreeing 	<p style="text-align: center;">A1 +</p> <ul style="list-style-type: none"> • Adjectives – comparative – use of than and definite article • Adjectives – superlative – use of definite article • Adverbial phrases of time, place and frequency – including word order • Adverbs of frequency • Articles – with countable and uncountable nouns • Countable and Uncountable; much/many • Future Time (will and going to) • Gerunds • Going to • Imperatives • Modals – can/could • Modals – have to • Modals – should • Past Continuous • Past Simple • Phrasal verbs – common • Possessives – use of ‘s; s’ • Prepositional phrases (place, time and movement) • Prepositions of time: on/in/at • Present Continuous • Present Continuous for future • Present perfect • Questions • Verb + ing/infinitive: like/want-would like • Wh-questions in past • Zero and 1st Conditional 	<p style="text-align: center;">A1 +</p> <ul style="list-style-type: none"> • Linkers: sequential – past time 	<ul style="list-style-type: none"> • Clothes • Daily life • Entertainment and media • Health, medicine and exercise • Language • People • Personal feelings, opinions and experiences • Personal identification • Places and buildings • School and study • Services • Shopping • Social interaction • Sport • Transport • Travel and holidays • Weather • Work and jobs

Semi-Final & Final Round Syllabus

A2- Communicative Functions & Notions

- Greet
- Respond to greetings
- Take leave
- Give personal information
- Ask for personal details
- Describe self and others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of places and things
- Compare people, places, things
- Make comparative questions
- Describe daily routines and regular activities
- Ask about regular or daily routines
- Narrate—talk about past events (1st person narrative)
- Narrate—talk about past events (3rd person narrative)
- Ask about past events
- Talk about future plans, arrangements and intentions
- Ask about future plans and intentions
- Express need
- Make requests—ask for something face-to-face or on the telephone
- Respond to formal and informal requests for something
- Make requests—ask someone to do something in formal and informal situations
- Respond to formal and informal requests to do something
- Make requests—ask for directions
- Respond to requests for directions
- Make requests—ask for permission formally
- Respond to formal requests for permission
- Ask about people's feelings, opinions, interests, wishes, hopes
- Respond to questions about preference
- Ask for clarification and explanation
- Respond to requests for clarification
- Respond to requests for explanations
- Respond for requests for directions
- Check back
- Express likes and dislikes with reasons, and cause and effect
- Express views, with reasons, and cause and effect
- Express wishes and hopes
- Apologise, and give reason
- Express thanks gratefully
- Give warnings
- Express possession
- Ask about possession
- Offer
- Insist politely
- Persuade

Semi-Final & Final Round Syllabus

A2- Key Language Items

Simple & compound sentences	<ul style="list-style-type: none"> • Word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object) • There was/were/there is going to be • Clauses joined with conjunctions and/but/or • A limited range of common verbs + –ing form • Verb + infinitive with and without to • Wh– questions • Comparative questions • Alternative questions • Question words when, what time, how often, why, • How and expressions
Noun phrase	<ul style="list-style-type: none"> • Countable and uncountable nouns • Simple noun phrases • Object and reflexive pronouns • Determiners of quantity – any, many • Use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives • Possessive s and possessive pronouns
Verb forms and time markers in statements, interrogatives, negatives and short forms	<ul style="list-style-type: none"> • Simple present tense of: regular transitive and intransitive verbs • With frequency adverbs and phrases • Simple past tense of regular and common irregular verbs with time markers such as ago • Future time using: present continuous; use of time markers modals and forms with similar meaning: must to express obligation; mustn't to express prohibition; have to, had to; express need; could to make requests; couldn't to express impossibility • Use of simple modal adverbs: possibly, probably, perhaps • Very common phrasal verbs
Adjectives	<ul style="list-style-type: none"> • Adjectives and adjective word order • Comparatives, regular and common irregular forms
Adverbs and prepositional phrases	<ul style="list-style-type: none"> • Prepositions and prepositional phrases of place and time • Adverbs and simple adverbial phrases including: sequencing: (after that); of time and place (in the morning, at the bus stop); of frequency: (always, sometimes); of manner (carefully, quickly) • Word order with adverbs and adverbial phrases • Use of intensifiers, e.g. Really, quite, so
Discourse	<ul style="list-style-type: none"> • Adverbs to indicate sequence – first, finally • Use of substitution markers to structure spoken discourse



HIPPO-3 (GRADE-7&8) Preliminary Round Syllabus

A2-Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Asking for and giving directions • Giving personal information • Giving and obtaining simple information • Greetings & farewells • Introductions • Giving thanks • Telling the time • Understanding and using numbers • Understanding and using prices • Describing habits and routines • Describing past experiences • Describing people • Describing places • Describing things • Expressing obligation and necessity • Expressing feelings in simple terms • Making and responding to requests • Making and responding to suggestions • Agreeing and disagreeing 	<p>A1 +</p> <ul style="list-style-type: none"> • Adjectives – comparative – use of than and definite article • Adjectives – superlative – use of definite article • Adverbial phrases of time, place and frequency – including word order • Adverbs of frequency • Articles – with countable and uncountable nouns • Countable and Uncountable; much/many • Future Time (will and going to) • Gerunds • Going to • Imperatives • Modals – can/could • Modals – have to • Modals – should • Past Continuous • Past Simple • Phrasal verbs – common • Possessives – use of ‘s; s’ • Prepositional phrases (place, time and movement) • Prepositions of time: on/in/at • Present Continuous • Present Continuous for future • Present perfect • Questions • Verb + ing/infinite: like/ want-would like • Wh-questions in past • Zero and 1st Conditional 	<p>A1 +</p> <ul style="list-style-type: none"> • Linkers: sequential –past time 	<ul style="list-style-type: none"> • Clothes • Daily life • Entertainment and media • Health, medicine and exercise • Language • People • Personal feelings, opinions and experiences • Personal identification • Places and buildings • School and study • Services • Shopping • Social interaction • Sport • Transport • Travel and holidays • Weather • Work and jobs

A2- Communicative Functions & Notions

- Greet
- Respond to greetings
- Take leave
- Give personal information
- Ask for personal details
- Describe self and others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of places and things
- Compare people, places, things
- Make comparative questions
- Describe daily routines and regular activities
- Ask about regular or daily routines
- Narrate—talk about past events (1st person narrative)
- Narrate—talk about past events (3rd person narrative)
- Ask about past events
- Talk about future plans, arrangements and intentions
- Ask about future plans and intentions
- Express need
- Make requests—ask for something face-to-face or on the telephone
- Respond to formal and informal requests for something
- Make requests—ask someone to do something in formal and informal situations
- Respond to formal and informal requests to do something
- Make requests—ask for directions
- Respond to requests for directions
- Make requests—ask for permission formally
- Respond to formal requests for permission
- Ask about people's feelings, opinions, interests, wishes, hopes
- Respond to questions about preference
- Ask for clarification and explanation
- Respond to requests for clarification
- Respond to requests for explanations
- Respond for requests for directions
- Check back
- Express likes and dislikes with reasons, and cause and effect
- Express views, with reasons, and cause and effect
- Express wishes and hopes
- Apologise, and give reason
- Express thanks gratefully
- Give warnings
- Express possession
- Ask about possession
- Offer
- Insist politely
- Persuade

A2- Key Language Items

<p>Simple & compound sentences</p>	<ul style="list-style-type: none"> • Word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object) • There was/were/there is going to be • Clauses joined with conjunctions and/but/or • A limited range of common verbs + –ing form • Verb + infinitive with and without to • Wh– questions • Comparative questions • Alternative questions • Question words when, what time, how often, why, • How and expressions
<p>Noun phrase</p>	<ul style="list-style-type: none"> • Countable and uncountable nouns • Simple noun phrases • Object and reflexive pronouns • Determiners of quantity – any, many • Use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives • Possessive s and possessive pronouns
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> • Simple present tense of: regular transitive and intransitive verbs • With frequency adverbs and phrases • Simple past tense of regular and common irregular verbs with time markers such as ago • Future time using: present continuous; use of time markers modals and forms with similar meaning: must to express obligation; mustn't to express prohibition; have to, had to; express need; could to make requests; couldn't to express impossibility • Use of simple modal adverbs: possibly, probably, perhaps • Very common phrasal verbs
<p>Adjectives</p>	<ul style="list-style-type: none"> • Adjectives and adjective word order • Comparatives, regular and common irregular forms
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> • Prepositions and prepositional phrases of place and time • Adverbs and simple adverbial phrases including: sequencing: (after that); of time and place (in the morning, at the bus stop); of frequency: (always, sometimes); of manner (carefully, quickly) • Word order with adverbs and adverbial phrases • Use of intensifiers, e.g. Really, quite, so
<p>Discourse</p>	<ul style="list-style-type: none"> • Adverbs to indicate sequence – first, finally • Use of substitution markers to structure spoken discourse

Semi-Final & Final Round Syllabus

B1- Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Directions • Describing habits and routines • Giving personal information • Greetings • Telling the time • Understanding and using numbers • Understanding and using prices • Describing habits and routines • Describing past experiences • Describing people • Describing places • Describing things • Obligation and necessity • Requests • Suggestions • Checking understanding • Describing experiences and events • Describing feelings and emotion • Describing places • Expressing opinions; language of agreeing and disagreeing • Initiating and closing conversation • Managing interaction (interrupting, changing topic, resuming or continuing) 	<p style="text-align: center;">Level A2+</p> <ul style="list-style-type: none"> • Adverbs • Broader range of intensifiers such as too, enough • Comparatives and superlatives • Complex question tags • Conditionals, 2nd and 3rd • Connecting words expressing cause and effect, contrast etc. • Future continuous • Modals - must/can't deduction • Modals – might, may, will, probably • Modals – should have/might have/etc • Modals: must/have to • Past continuous • Past perfect • Past simple • Past tense responses • Phrasal verbs, extended • Present perfect continuous • Present perfect/past simple • Reported speech (range of tenses) • Simple passive • Wh- questions in the past • Will and going to, for prediction 	<ul style="list-style-type: none"> • Connecting words, and, but, because • Linkers: sequential – past time • Connecting words expressing cause and effect, contrast etc 	<ul style="list-style-type: none"> • Books and literature • Education • Entertainment and media • Film • Health, medicine and exercise • Language • Lifestyles • News • Personal feelings, opinions and experiences • Social interaction • Sport • Transport • Travel and holidays • Work and jobs

Semi-Final & Final Round Syllabus

B1- Communicative Functions & Notions

- Greet
- Take leave
- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Describe places and things
- Ask for descriptions of people, places and things
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Give factual accounts
- Ask about past events
- Express certainty about the future
- Ask about future events
- Express opinions about future possibilities
- Express obligation
- Offer help
- Make arrangements
- Make requests on the phone, in formal and informal situations
- Make requests—ask someone to do something in formal and informal situations
- Make requests—ask for directions
- Respond to request for directions
- Respond to request for instructions
- Respond to request for an explanation
- Make requests—ask for permission formally
- Express feelings, likes and dislikes, with reasons, cause and effect
- Ask about people's feelings, opinions, interests, wishes, hopes
- Express views and opinions
- Apologise in formal and informal situations
- Explain and give reasons
- Show contrast, cause, reason, purpose
- Ask for clarification and explanation
- Confirm information
- Check back and ask for confirmation
- Ask for advice and suggestions
- Respond to suggestions
- Respond to advice
- Make suggestions and give advice
- Suggest action with other people
- Praise and compliment others
- Complain
- Warn and prohibit

Semi-Final & Final Round Syllabus

B1- Key Language Items

Simple & compound sentences	<ul style="list-style-type: none"> • Variations in word order • Word order in complex sentences • There has / have been • There will be / there was going to be • Complex sentences with one subordinate clause of either time, reason, result, condition or concession • Defining relative clauses using who, which, that • A range of verbs + ing form • Verbs + infinitive, with and without 'to' • Infinitive of purpose • Simple reported statements • A wide range of 'wh-' questions • Simple embedded questions • Statements with question tags using Entry 3 tenses
Noun phrase	<ul style="list-style-type: none"> • Noun phrases with pre- and post-modification • a range of determiners • Use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions
Verb forms and time markers in statements, interrogatives , negatives and short forms	<ul style="list-style-type: none"> • Present perfect with: since/for; ever/never; yet/already • Used to for regular actions in the past • Past continuous • Future simple verb forms • Modals and forms with similar meaning: positive and negative, e.g. You should/shouldn't to express obligation; might, may, will probably to express possibility and probability in the future; would/should for advice; need to for obligation; will definitely to express certainty in the future; may I? Asking for permission; I'd rather stating preference • Common phrasal verbs and position of object • Pronouns
Adjectives	<ul style="list-style-type: none"> • Comparative and superlative adjectives • Comparative structures
Adverbs and prepositional phrases	<ul style="list-style-type: none"> • Wider range of prepositions and prepositional phrases • A wide range of adverbial uses, e.g. To express possibility and un/certainty – possibly, perhaps, definitely • More complex adverbial phrases of time, place, frequency, manner • A range of intensifiers, including too, enough
Discourse	<ul style="list-style-type: none"> • Markers to indicate: addition, sequence, contrast • Markers to structure spoken discourse • Use of ellipsis in informal situations • Use of vague language



HIPPO-4 (GRADE-9&10) Preliminary Round Syllabus

B1- Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Directions • Describing habits and routines • Giving personal information • Greetings • Telling the time • Understanding and using numbers • Understanding and using prices • Describing habits and routines • Describing past experiences • Describing people • Describing places • Describing things • Obligation and necessity • Requests • Suggestions • Checking understanding • Describing experiences and events • Describing feelings and emotion • Describing places • Expressing opinions; language of agreeing and disagreeing • Initiating and closing conversation • Managing interaction (interrupting, changing topic, resuming or continuing) 	<p style="text-align: center;">Level A2+</p> <ul style="list-style-type: none"> • Adverbs • Broader range of intensifiers such as too, enough • Comparatives and superlatives • Complex question tags • Conditionals, 2nd and 3rd • Connecting words expressing cause and effect, contrast etc. • Future continuous • Modals - must/can't deduction • Modals – might, may, will, probably • Modals – should have/might have/etc • Modals: must/have to • Past continuous • Past perfect • Past simple • Past tense responses • Phrasal verbs, extended • Present perfect continuous • Present perfect/past simple • Reported speech (range of tenses) • Simple passive • Wh- questions in the past • Will and going to, for prediction 	<ul style="list-style-type: none"> • Connecting words, and, but, because • Linkers: sequential – past time • Connecting words expressing cause and effect, contrast etc 	<ul style="list-style-type: none"> • Books and literature • Education • Entertainment and media • Film • Health, medicine and exercise • Language • Lifestyles • News • Personal feelings, opinions and experiences • Social interaction • Sport • Transport • Travel and holidays • Work and jobs

B1- Communicative Functions & Notions

- Greet
- Take leave
- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Describe places and things
- Ask for descriptions of people, places and things
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Give factual accounts
- Ask about past events
- Express certainty about the future
- Ask about future events
- Express opinions about future possibilities
- Express obligation
- Offer help
- Make arrangements
- Make requests on the phone, in formal and informal situations
- Make requests—ask someone to do something in formal and informal situations
- Make requests—ask for directions
- Respond to request for directions
- Respond to request for instructions
- Respond to request for an explanation
- Make requests—ask for permission formally
- Express feelings, likes and dislikes, with reasons, cause and effect
- Ask about people's feelings, opinions, interests, wishes, hopes
- Express views and opinions
- Apologise in formal and informal situations
- Explain and give reasons
- Show contrast, cause, reason, purpose
- Ask for clarification and explanation
- Confirm information
- Check back and ask for confirmation
- Ask for advice and suggestions
- Respond to suggestions
- Respond to advice
- Make suggestions and give advice
- Suggest action with other people
- Praise and compliment others
- Complain
- Warn and prohibit

B1- Key Language Items

<p>Simple & compound sentences</p>	<ul style="list-style-type: none"> • Variations in word order • Word order in complex sentences • There has / have been • There will be / there was going to be • Complex sentences with one subordinate clause of either time, reason, result, condition or concession • Defining relative clauses using who, which, that • A range of verbs + ing form • Verbs + infinitive, with and without 'to' • Infinitive of purpose • Simple reported statements • A wide range of 'wh-' questions • Simple embedded questions • Statements with question tags using Entry 3 tenses
<p>Noun phrase</p>	<ul style="list-style-type: none"> • Noun phrases with pre- and post-modification • a range of determiners • Use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> • Present perfect with: since/for; ever/never; yet/already • Used to for regular actions in the past • Past continuous • Future simple verb forms • Modals and forms with similar meaning: positive and negative, e.g. You should/shouldn't to express obligation; might, may, will probably to express possibility and probability in the future; would/should for advice; need to for obligation; will definitely to express certainty in the future; may I? Asking for permission; I'd rather stating preference • Common phrasal verbs and position of object • Pronouns
<p>Adjectives</p>	<ul style="list-style-type: none"> • Comparative and superlative adjectives • Comparative structures
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> • Wider range of prepositions and prepositional phrases • A wide range of adverbial uses, e.g. To express possibility and un/certainty – possibly, perhaps, definitely • More complex adverbial phrases of time, place, frequency, manner • A range of intensifiers, including too, enough
<p>Discourse</p>	<ul style="list-style-type: none"> • Markers to indicate: addition, sequence, contrast • Markers to structure spoken discourse • Use of ellipsis in informal situations • Use of vague language

Semi-Final & Final Round Syllabus

B2- Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Critiquing and reviewing • Describing experiences • Describing feelings and emotions • Describing hopes and plans • Developing an argument • Encouraging and inviting another speaker to continue, come in • Expressing abstract ideas • Expressing agreement and disagreement • Expressing opinions • Expressing reaction, e.g. indifference • Interacting informally, reacting, expressing interest, sympathy, surprise etc. • Opinion, justification • Speculating • Taking the initiative in interaction • Synthesizing, evaluating, glossing info 	<ul style="list-style-type: none"> • Adjectives and adverbs • Future continuous • Future perfect • Future perfect continuous • Mixed conditionals • Modals – can't have, needn't have • Modals of deduction and speculation • Narrative tenses • Passives • Past perfect • Past perfect continuous • Phrasal verbs, extended • Relative clauses • Reported speech • Will and going to, for prediction • Wish • Would expressing habits, in the past 	<ul style="list-style-type: none"> • Connecting words expressing cause and effect, contrast etc. • Discourse markers to structure formal speech • Linkers: although, in spite of, despite • Linkers: sequential – past time – Subsequently 	<ul style="list-style-type: none"> • The Arts, Books and literature • Education • Entertainment and media • Film • Health, medicine and exercise • Language • Lifestyles • News and current affairs • Personal feelings, opinions and experiences • Social interaction • Sport • Transport • Travel and holidays • Work and jobs

Semi-Final & Final Round Syllabus

B2- Communicative Functions & Notions

- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of things, places
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Ask about past events
- Give factual accounts – define
- Ask for definitions
- Give factual accounts – classify
- Give factual accounts – describe a simple process
- Ask about processes
- Generalise
- Give examples
- Express obligation and reasons
- Express absence of obligation
- Report information
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something for you
- Make requests in informal and formal situations – ask for permission
- Ask for confirmation
- Respond to request for confirmation
- Check back
- Give views and opinions
- Hypothesise
- Explain, and give reasons
- Show contrast, reason, purpose, consequence, result
- Express feeling, likes and dislikes, hopes
- Ask about people's feelings, opinions, interests, wishes, hopes
- Ask for advice and suggestions
- Make suggestions and give advice
- Make recommendations
- Respond to request for instructions
- Interrupt
- Praise and compliment
- Persuade
- Complain
- Warn
- Take leave

Semi-Final & Final Round Syllabus

B2- Key Language Items

Simple, compound and complex sentences, with more than one subordinate clause	<ul style="list-style-type: none"> • Word order in sentences with more than one subordinate clause • There had been • A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession • Conditional forms, using if and unless with past and use of would • Non-defining relative clauses • Defining relative clauses with where or whose • Participial clauses to describe accompanying actions with –ing Clause as subject or object • Reported speech with a range of tenses, including use of would and had • A range of embedded questions using if and whether • Reported questions with if and whether • Use of had and would in reported questions • Reported requests • Statements with question tags using Level 1 tenses • Reported instructions
Noun phrase	<ul style="list-style-type: none"> • More-complex noun phrases with pre- and post-modification • Word order of determiners • Use of definite, indefinite and zero article with a wide range of nouns in a range of uses • Range of expressions to indicate possession
Verb forms and time markers in statements, interrogatives, Negatives and short forms	<ul style="list-style-type: none"> • Present perfect continuous • Past perfect • Present and past simple passive • Use of would in conditional sentences • Causative use of have and get • Modals: ought to express obligation; negative of need and have to express absence of obligation; would to express hypotheses; use of forms, e.g. Be able to refer to future; would like + object, + infinitive, e.g. Would like you to • A range of phrasal verbs
Adjectives	<ul style="list-style-type: none"> • Comparisons, using fewer and less • Collocation of adjective + preposition
Adverbs and prepositional phrases	<ul style="list-style-type: none"> • Prepositions to express concession • Collocations of: verbs + prepositions; nouns + prepositions • A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability • Comparative and superlative forms of adverbs • A wide range of intensifiers
Discourse	<ul style="list-style-type: none"> • A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time • Markers to structure spoken discourse • Use of ellipsis in informal speech and writing



HIPPO-5 (GRADE-11&12) Preliminary Round Syllabus

B2- Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Critiquing and reviewing • Describing experiences • Describing feelings and emotions • Describing hopes and plans • Developing an argument • Encouraging and inviting another speaker to continue, come in • Expressing abstract ideas • Expressing agreement and disagreement • Expressing opinions • Expressing reaction, e.g. indifference • Interacting informally, reacting, expressing interest, sympathy, surprise etc. • Opinion, justification • Speculating • Taking the initiative in interaction • Synthesizing, evaluating, glossing info 	<ul style="list-style-type: none"> • Adjectives and adverbs • Future continuous • Future perfect • Future perfect continuous • Mixed conditionals • Modals – can't have, needn't have • Modals of deduction and speculation • Narrative tenses • Passives • Past perfect • Past perfect continuous • Phrasal verbs, extended • Relative clauses • Reported speech • Will and going to, for prediction • Wish • Would expressing habits, in the past 	<ul style="list-style-type: none"> • Connecting words expressing cause and effect, contrast etc. • Discourse markers to structure formal speech • Linkers: although, in spite of, despite • Linkers: sequential – past time – Subsequently 	<ul style="list-style-type: none"> • The Arts, Books and literature • Education • Entertainment and media • Film • Health, medicine and exercise • Language • Lifestyles • News and current affairs • Personal feelings, opinions and experiences • Social interaction • Sport • Transport • Travel and holidays • Work and jobs

B2- Communicative Functions & Notions

- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of things, places
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Ask about past events
- Give factual accounts – define
- Ask for definitions
- Give factual accounts – classify
- Give factual accounts – describe a simple process
- Ask about processes
- Generalise
- Give examples
- Express obligation and reasons
- Express absence of obligation
- Report information
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something for you
- Make requests in informal and formal situations – ask for permission
- Ask for confirmation
- Respond to request for confirmation
- Check back
- Give views and opinions
- Hypothesise
- Explain, and give reasons
- Show contrast, reason, purpose, consequence, result
- Express feeling, likes and dislikes, hopes
- Ask about people's feelings, opinions, interests, wishes, hopes
- Ask for advice and suggestions
- Make suggestions and give advice
- Make recommendations
- Respond to request for instructions
- Interrupt
- Praise and compliment
- Persuade
- Complain
- Warn
- Take leave

B2- Key Language Items

<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<ul style="list-style-type: none"> • Word order in sentences with more than one subordinate clause • There had been • A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession • Conditional forms, using if and unless with past and use of would • Non-defining relative clauses • Defining relative clauses with where or whose • Participial clauses to describe accompanying actions with –ing Clause as subject or object • Reported speech with a range of tenses, including use of would and had • A range of embedded questions using if and whether • Reported questions with if and whether • Use of had and would in reported questions • Reported requests
<p>Noun phrase</p>	<ul style="list-style-type: none"> • More-complex noun phrases with pre- and post-modification • Word order of determiners • Use of definite, indefinite and zero article with a wide range of nouns in a range of uses • Range of expressions to indicate possession
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> • Present perfect continuous • Past perfect • Present and past simple passive • Use of would in conditional sentences • Causative use of have and get • Modals: ought to express obligation; negative of need and have to express absence of obligation; would to express hypotheses; use of forms, e.g. Be able to refer to future; would like + object, + infinitive, e.g. Would like you to • A range of phrasal verbs
<p>Adjectives</p>	<ul style="list-style-type: none"> • Comparisons, using fewer and less • Collocation of adjective + preposition
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> • Prepositions to express concession • Collocations of: verbs + prepositions; nouns + prepositions • A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability • Comparative and superlative forms of adverbs • A wide range of intensifiers
<p>Discourse</p>	<ul style="list-style-type: none"> • A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time • Markers to structure spoken discourse • Use of ellipsis in informal speech and writing

Semi-Final & Final Round Syllabus

C1 Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Conceding a point • Critiquing and reviewing constructively • Defending a point of view persuasively • Developing an argument systematically • Emphasizing a point, feeling, issue • Expressing attitudes and feelings precisely • Expressing certainty, probability, doubt • Expressing opinions tentatively, hedging • Expressing reaction, e.g. indifference • Expressing shades of opinion and certainty • Responding to counterarguments • Speculating and hypothesising about causes, consequences etc. • Synthesising, evaluating and glossing information 	<ul style="list-style-type: none"> • Adjectives and adverbs • Future continuous • Future perfect • Future perfect continuous • Inversion with negative adverbials • Mixed conditionals in past, present and future • Modals in the past • Modals of deduction and speculation • Narrative tenses for experience, including passive • Passives - all • Past perfect • Past perfect continuous • Phrasal verbs, extended, including splitting • Relative clauses • Reported speech • Will and going to, for prediction • Wish / if only for regrets • Would expressing habits, in the past • Wish/if only regrets 	<ul style="list-style-type: none"> • Connecting words expressing cause and effect, contrast etc. • Linking devices, logical markers • Markers to structure and signpost formal and informal in speech and writing 	<ul style="list-style-type: none"> • Arts • Books and literature • Film • Languages • Media • News, lifestyles and current affairs • Personal feelings, opinions and experiences • Scientific developments • Social interactions • Work and jobs

Semi-Final & Final Round Syllabus

C1 Communicative Functions & Notions

- Greet and sustain social interaction
- Give personal information
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Give general and specific descriptions of things and places
- Ask for descriptions of things, places
- Narrate
- Ask about past events
- Give factual accounts – define within explanations
- Ask for definitions
- Give factual accounts – give examples
- Give factual accounts – classify
- Generalise and compare/contrast
- Give factual accounts – describe a complex process
- Ask about processes
- Express obligation in the past
- Express definite and tentative arrangements in the future report
- Explain and give reasons
- Give instructions
- Summarise
- Hypothesise
- Speculate
- Give views, opinions and justification
- Ask for advice
- Respond to requests for confirmation
- Ask for confirmation
- Clarify
- Rephrase for clarification or emphasis
- Check back
- Express feelings, likes and dislikes, wishes ask about people's feelings, opinions, interests, wishes, hopes
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something
- Make requests in informal and formal situations – ask for permission
- Criticise, rebuke
- Give reassurance and praise
- Negotiate
- Persuade
- Complain
- Warn and threaten
- Interrupt
- Disagree
- Change the topic
- Take leave

Semi-Final & Final Round Syllabus

C1 Key Language Items

<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<ul style="list-style-type: none"> • Word order in complex sentences, including choice of order for emphasis • There could be/would be/should be • Could have/would have/should have • Wide range of conjunctions, including on condition that, provided that • Conditional forms, using had + would/could/should have • Comparative clauses • More complex participial clauses with –ing and –ed • Fronting and cleft sentences for emphasis • Reported speech, using a range of verb forms • More complex embedded questions • Reported questions, using a range of verb forms • Statements with question tags, using level 2 verbs and tenses • Imperative + question tag
<p>Noun phrase</p>	<ul style="list-style-type: none"> • Noun phrases of increasing complexity • Use of zero article with a wide range of countable and uncountable nouns in a range of constructions
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> • Use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive • Would expressing habit in the past • Use of had + would/could/should have in conditional sentences • Modals expressing past obligation, possibility, rejected conditions • A wide range of phrasal verbs with a number of particles
<p>Adjectives</p>	<ul style="list-style-type: none"> • Connotations and emotive strength of adjectives
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> • Prepositions + –ing form • Prepositions followed by noun phrases
<p>Discourse</p>	<ul style="list-style-type: none"> • A range of logical markers • Sequence markers



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